


Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 9 Overview 2024-25 – Drama

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (4 Lessons) (38 Days)				
Tues 5-Sep	A	1	<p>Overview of Unit/No. Lessons: 8 lessons</p> <p>Physical Theatre: Exploration of the theatre group Frantic Assembly, leaning how to move their bodies to create a stylist piece of theatre.</p> <p>Lesson Sequence of Content:</p> <p>Lesson 1: WALT: Understanding Physical Theatre Key skills: Movement, gesture, storytelling. EBI: creating movement that symbolises a story.</p> <p>Lesson 2: WALT: telling a story through physical theatre. Key Skills: Improvisation, pace, chair duets, shadowing. EBI: Add addition moves help tell the story.</p> <p>Lesson 3: WALT: creating a scene including physical theatre. Key Skills: Staying in character, creating a scene from a stimulus, chair duets, timing, pace. EBI: including dialogue to help build tension.</p> <p>Lesson 4: WALT: Performing to an audience Key Skills: Staying in character, using the stage effectively. How to assess other's performances. EBI: Respond to feedback.</p>	<p>Foundational Concept(s): Genre conventions </p> <p>Tier 2/3 Vocabulary: Facial expressions, body language, gesture, levels and proxemics, body as prop, improvisation, physicality, chair duets, shadowing, symbolic.</p> <p>Disciplinary Knowledge / Cultural Capital: Jacques Lecoq</p> <p>Careers Links: Actor, Director, dancer, set design, teacher</p> <p>EDI Links: Ageism, Gender, physical difference</p> <ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? 15/09-17/09 Rosh Hashanah 23/9 International day of sign languages 2/10-8/10 Dyslexia awareness week 5/10 world teachers day 6/10 World cerebral palsy day <p>ASSESSMENT:</p> <ul style="list-style-type: none"> Quick Quiz Verbal Questioning Performance and Feedback End of Unit WWW and EBI End of Unit Knowledge Quiz <p>AT: Performance: Physical theatre inspired piece</p> <ul style="list-style-type: none"> ST: Written test: assessing keywords and performance skills.
11-Sep	B	2		
18-Sep*	A	3		
25-Sep	B	4		
2-Oct	A	5		
9-Oct	B	6		
16-Oct	A	7		
23-Oct	B	8		
7 weeks (4lessons) (34 Days)				
Half-Term				
6-Nov	A	9	<p>Lesson 5: WALT: Understanding a stimulus. Key skills: interpretation, devising, developing an idea. EBI: develop ideas and link to complex story ideas.</p> <p>Lesson 6: WALT: telling a story through physical theatre. Key Skills: Improvisation, pace, chair duets, shadowing. EBI: a clear storyline, with suitable elements of physical theatre.</p> <p>Lesson 7: WALT: including chair duets a physical theatre piece.</p>	<ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? 12/11 Diwali 12/11 Remembrance Sunday 13/11-19/11 Transgender awareness week 14/11 World Diabetes Day 1/12 World AIDS day 3/12-24-12 Advent 25/12 Christmas Day Hannukah 18/12-26/12
13-Nov	B	10		
20-Nov	A	11		
27-Nov	B	12		
4-Dec	A	13		
11-Dec	B	14		
18-Dec	A	15		


			<p>Key Skills: Staying in character, creating a scene from a stimulus, chair duets, timing, pace.</p> <p>EBI: Clear movement that supports the storyline.</p> <p>Lesson 8: WALT: Performing to an audience</p> <p>Key Skills: Staying in character, using the stage effectively. How to assess other's performances.</p> <p>EBI: Respond to feedback.</p> <p>Unit Learning Outcomes:</p> <p>GW: Students can identify the key features of physical theatre.</p> <p>BI: Students can create a complex storyline including physical theatre.</p> <p>EW: Students can successfully create and perform their own piece of Physical Theatre.</p>							
			<table border="1"> <thead> <tr> <th>Prior (Y8)</th> <th>Current (Y9)</th> <th>Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Students learned about basic drama skills and movement, develop short scenes from a stimulus.</td> <td>Develop storytelling through movement. Create a piece of abstract theatre.</td> <td>Include features of Physical theatre into a devised piece of Theatre (component 2)</td> </tr> </tbody> </table>	Prior (Y8)	Current (Y9)	Next (Y10)	Students learned about basic drama skills and movement, develop short scenes from a stimulus.	Develop storytelling through movement. Create a piece of abstract theatre.	Include features of Physical theatre into a devised piece of Theatre (component 2)	
Prior (Y8)	Current (Y9)	Next (Y10)								
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Christmas Holiday 6 weeks (3 lessons) (30 Days)

8-Jan	B	16	<p>Overview of Unit/No. Lessons: 8 lessons</p> <p>The Crucible: Exploration of a modern tragedy. Students why The Crucible was written, understand the time period and perform extracts as well as complete exam style questions.</p> <p>Lesson Sequence of Content:</p> <p>Lesson 1: WALT: Understanding the plot. Key skills: freeze frames, facial expressions, gestures, levels, through tracking. EBI: Link thought tracking in freeze frames. Lesson 2: WALT: character analysis. Key Skills: Improvisation, volume, tone, pitch and pace. Physicality. EBI: link costume to characters. Lesson 3: WALT: blocking scenes. Key Skills: Staying in character, facial expressions, stage directions, gestures, body language, gait. EBI: Lesson 4: WALT: stage design for a scene.</p>	<ul style="list-style-type: none"> Foundational Concepts: Page to stage <p>Tier 2/3 Vocabulary <i>pace, pause, pitch, tone, gesture, levels, proximity, facial expressions, body language, gait. Flood lighting, gobo, follow spot, profile spot.</i></p> <ul style="list-style-type: none"> Disciplinary Knowledge / Cultural Capital: Theatre knowledge, Stock characters, Drama analysis. Careers Links: Actor, director, set designer, costume designer, lighting designer, theatre critic. EDI Links: Lower/working class, faith and religion, race and ethnicity. Equality Diversity and Inclusion (EDI) links? <p><i>25/1 Burns night</i> <i>27/1 Holocaust memorial day</i> <i>LGBT+ history month</i> <i>1/2 World Hijab day</i> <i>6/2-12/2 Children's mental health week.</i> <i>7/2 Safer internet day</i> <i>10/2 Chinese New Year</i> </p>
15-Jan	A	ST1		
22-Jan	B	ST1		
29-Jan	A	19		
5-Feb	B	20		
12-Feb	A	21		



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			<p>Key Skills: lighting, set design, stage directions.</p> <p>EBI: Capture the time period through set and lighting design.</p>	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Quick Quiz • Verbal Questioning • Performance and Feedback • End of Unit WWW and EBI • End of Unit Knowledge Quiz <p>AT: Performance: Short extracts from The Crucible AT: Written test: answer 8 and 12 mark GCSE style questions.</p>						
Half-Term			5 weeks	(3 lessons) (24 Days)						
26-Feb	B	22	<p>Lesson 5: WALT: Performance of an extract</p> <p>Key skills: facial expression, vocal skills, gesture, levels and body language.</p> <p>EBI: know all lines.</p> <p>Lesson 2: WALT: Understanding Performance questions (4 and 8 marks).</p> <p>Key Skills: Drama terminology.</p> <p>EBI: Use effective drama skills to answer the questions.</p> <p>Lesson 3: WALT: understanding performance questions (12 and 20 marks).</p> <p>Key Skills: Drama terminology.</p> <p>EBI: Use effective drama skills to answer the</p> <p>Lesson 4: WALT: Practice Paper</p> <p>Key Skills: Drama terminology</p> <p>EBI: Use effective drama skills to answer the</p> <p>Unit Learning Outcomes:</p> <p>GW: Students can identify characters and plot line.</p> <p>BI: Students interpret characters and use drama skills to perform scenes.</p> <p>EW: Students use drama terminology to answer performance questions.</p>	<ul style="list-style-type: none"> • Equality Diversity and Inclusion (EDI) links? <p><i>Women's history month</i> <i>Ramadhan 10/03-08/04</i> <i>Passover 22/4-30/4</i> <i>Good Friday 29/3</i> <i>Easter Sunday 31/3</i></p>						
4-Mar	A	23								
11-Mar	B	24								
18-Mar	A	25								
25-Mar*										
	B	26	<table border="1"> <thead> <tr> <th>Prior (Y8)</th> <th>Current (Y9)</th> <th>Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Students evaluated a profession actors performance.</td> <td>Students can answer GCSE styled questions.</td> <td>Students are prepared for answering and can develop their drama terminology.</td> </tr> </tbody> </table>	Prior (Y8)	Current (Y9)	Next (Y10)	Students evaluated a profession actors performance.	Students can answer GCSE styled questions.	Students are prepared for answering and can develop their drama terminology.	
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Students evaluated a profession actors performance.	Students can answer GCSE styled questions.	Students are prepared for answering and can develop their drama terminology.								
Easter Holiday			6 weeks	(3 lessons) (29 Days)						
15-Apr	A	27	<p>Overview of Unit/No. Lessons: 7 lessons</p> <p>Soap Operas: students create their own soap opera, studying the different styles of acting, creating their own characters and writing their own scripts.</p>	<p>Foundational Concept(s):  Drama Tool Kit</p> <p>Tier 2/3 Vocabulary: <i>Facial expressions, body language, gesture, levels and proxemics, body as prop, improvisation, volume, tone, pitch pace, physicality,</i></p>						
22-Apr	B	28								
29-Apr	A	29								
6-May*	B	30								

13-May	A	31	<p>Lesson Sequence of Content:</p> <p>Lesson 1: WALT: Different types of acting. Key skills: wider genres, adapt vocal and physical skills. EBI: alternate between genres and identify difference and similarities.</p> <p>Lesson 2: WALT: Stock characters in and storylines in soaps. Key Skills: stock characters, vocal and physical skills. EBI: create engaging and realist characters and storylines.</p> <p>Lesson 3: WALT: Creating a storyline. Key Skills: storyboard, freeze frames, thought tracking. EBI: Clear characters and a developed storyline.</p>	<p>Disciplinary Knowledge / Cultural Capital: Stage craft, film vs theatre. Script writing.</p> <p>Careers Links: Actor, Director, Playwright, set, costume and lighting designer.</p> <p>EDI Links: Ageism, Gender, race and ethnicity, Neural Diversity</p> <ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? <i>Autism and stress awareness month.</i> <i>25/4 World Malaria Day</i> <i>26/4 Lesbian visibility day</i> <i>UK national walking month.</i> <i>1/5-7/5 Deaf awareness week</i> <i>23/05 Vesak</i> <p>ASSESSMENT:</p> <ul style="list-style-type: none"> Quick Quiz Verbal Questioning Performance and Feedback End of Unit WWW and EBI End of Unit Knowledge Quiz <p>AT: Performance: Soap Opera ST: Written test: The Crucible (aqa GCSE style questions)</p>
20-May				
B 32				

Half-Term 7 weeks (4 lessons) (35 Days)

3-Jun	A	ST2	<p>Lesson 4: ST2 The Crucible Lesson 5: WALT: writing a script. Key Skills: scripting writing, slip scenes. EBI: think about the characters emotions and linking to different scenes.</p> <p>Lesson 6: WALT: Blocking scenes. Key Skills: directing, stage directions, continuity. EBI: working as team, each member directing a scene.</p> <p>Lesson 7: WALT: Performing a soap. Key Skills: Peer feedback. EBI: Constructive feedback- offering solutions not criticism.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: yellow;">Prior (Y8)</th> <th style="background-color: yellow;">Current (Y9)</th> <th style="background-color: yellow;">Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Students create their own piece of theatre.</td> <td>Students create their own piece of theatre and are responsible for the artist intentions</td> <td>Students complete their own piece of theatre and create a log book detailing what they have done to achieve their artist intentions.</td> </tr> </tbody> </table>	Prior (Y8)	Current (Y9)	Next (Y10)	Students create their own piece of theatre.	Students create their own piece of theatre and are responsible for the artist intentions	Students complete their own piece of theatre and create a log book detailing what they have done to achieve their artist intentions.	<ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? <i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>12/6 world day against child labour</i> <i>18/6 autistic pride day</i> <i>20/6 World refugee day</i>
Prior (Y8)	Current (Y9)	Next (Y10)								
Students create their own piece of theatre.	Students create their own piece of theatre and are responsible for the artist intentions	Students complete their own piece of theatre and create a log book detailing what they have done to achieve their artist intentions.								
10-Jun	B	ST2								
17-Jun	A	35								
24-Jun	B	36								
1-Jul	A	37								
8-Jul	B	38								
15-Jul										
A 39										

(Total: 190 Days)

* Bank Holidays

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Overview of Year 9		
<p>Based on your Flight Path Targets 1L – 4L</p>	<p>Practical Students would have completed a performance in 3 contrasting pieces of theatre. Developed their vocal and physical skills. Responded to feedback to progress their performances. Gave clear and appropriate suggestions.</p>	<p>Written Completed two ST exams- focus on vocal and physical skills and correct use of terminology. Live review of a professional production.</p>
<p>GW: (E.g. Grade 1)</p>	<p><i>Student can use a range of Drama specific language.</i> Confidently identify different types of theatre and make comparisons between genres. Give accurate feedback to peers, as well as receive feedback and adapt performances. Confidently perform to an audience and stay in role throughout. Students can identify the Key vocal and Physical skills and how to use them.</p>	
<p>BI: (E.g. Grades 2-3M)</p>	<p><i>Students can recognise and use some Drama specific language.</i> <i>They can identify three contrasting theatres.</i> <i>They are able to receive feedback and adapt this in their performances.</i> <i>They are able to improvise when issues arise on the stage.</i> <i>Students can describe the vocal and physical skills in detail that is suitable response to stimulus.</i></p>	
<p>EW: (E.g. Grades 3U-4L)</p>	<p><i>Students can understand information from a variety of Drama specific language.</i> <i>They can identify tow contrasting theatre type.</i> <i>They are able to improve their ideas based worked examples.</i> <i>They are able to receive feedback and adapt this in their performances.</i> <i>Students can fully explain how to use vocal and physical skills referring to audience interpretation.</i></p>	